LISTENING SCRIPT BRIGHT SMP/MTs GRADE VIII

Woman: Orange, Purple
Man: Blue, Green

Chapter 1

Activity 1
Listen to and then act out the following dialog.

Ery : My uncle, Anton, is a very skilful person.
Nita : Really?
Ery : Yes. **He can do many things**.
Nita : Interesting. **Can he drive**?
Ery : Yes. **He can drive. He is a good singer and dancer**. **And he can speak ten languages**.
Nita : Wow!
Ery : **He can even sew**.

Activity 2
Listen to four students talking about their abilities. Write their names in the boxes. Then put a tick in the other boxes to show what they can do.

1. Hi, my name is Ben. I like maths. I'm pretty good at it. I love chess and I often join tournaments. I'm not very athletic. I can't ride a motorcycle or swim, but I like playing basketball. I guess my basketball skills are okay.

2. My name is Meilin. I can play chess. I'm not very good at it, but I can beat my brothers. I can do martial arts. I learned from my father. I also learned from him how to ride a motorcycle. I cannot swim, but I will learn someday.

3. Hello, I'm Ivan. I like maths and I study it seriously. I can play chess. I play it with my friends in our spare time. I can ride a motorcycle. I ride it every day to school. I can swim too. The sport I'm best at, however, is baseball. I love baseball more than any other sport.

4. Hi guys! I'm Mischa. I don't really like math, but I'm not very bad at it, I guess. I cannot play chess, though. I can't ride a motorcycle either. Maybe someday I will learn to ride one. I cannot swim, but I'm good at football. My team won a regional junior championship last week.

Summary

To show someone's ability in doing something, we can say:

- She can play chess.
- He can play the piano.

To show someone's inability in doing something, we can say:

- She cannot play chess.
- He cannot play the piano.

To ask about someone's ability in doing something, we can say:

- Can she play chess?

To show about someone's willingness to do something, we can say:

- They will send the package.
- He will drive the car.

To show about someone's unwillingness to do something, we can say:

- They will not send the package.
- He will not drive the car.

To ask about someone's willingness to do something, we can say:

- Will they send the package?
- Will he drive the car?

Chapter 2

Activity 1

Listen to an interview with a young entrepreneur, Harlee Jordean. He is only 11 years old, but he has his own business. He is the Marble King.

Reporter : Good morning, Harlee.
Harlee : Good morning.
Reporter : You are famous as a young entrepreneur. Congratulations.
Harlee : Thank you.
Reporter : What do you sell, Harlee?
Harlee : I sell marbles. My customers are from many countries all around the world.
Reporter : You must be very busy.
Harlee : Yes, I have a lot of orders from the customers.
Reporter : Wow! How do you manage your time?
Harlee : Well, I usually start my day at seven. I have a shower and have breakfast with my parents.
Reporter : What time do you go to school?

Harlee : I usually go to school at eight. School starts at nine and finishes at two.
Reporter : What do you usually do after school?
Harlee : Well, I'm back to business. I check my website to see orders.
Reporter : Who helps you?
Harlee : My mother helps me. She manages the delivery. We deliver our marbles twice a week.

Summary

We use the simple present tense to tell things that are true in general, or for things that happen sometimes or all the time:
For example
- I like small cities.
- The shops open at seven o'clock.
- I don't like small cities.
- The shops don't open at seven o'clock.
- Do you like small cities?
- Do the shops open at seven o'clock?

You put –s at the end of a verb when you use the verb with the pronouns he, she and it, and with singular nouns. The –s form of the verb is known as the third person singular.
For example
- He sings well.
- She likes ice cream.

For some verbs, you add –es instead of –s for the third person singular.
For example:
- Sue brushes her teeth after each meal.
- She sometimes watches TV after dinner.

You drop y and add –ies to form the third person singular of verbs that end in –y.
For example:
- A cat carries its kittens with its teeth.
- Tom usually fries an egg for breakfast.

But for some verbs that end in -y, you don't drop the -y if there is the vowel a, e, o, or u before it. You just add –s after the -y.
For example:
- Sarah always buys a magazine to read on the train.
- Anna stays with her aunt on weekends.

To talk about how often something happens, use adverbs of frequency such as sometimes, usually, always, often, rarely, seldom, never.

Chapter 3

Activity 6

It is a nice Sunday morning. The weather is good. The sun is shining brightly. Some birds are singing in the trees. I am relaxed and happy. My friends and I are gathering around a campfire. I am toasting a marshmallow. My friend Leslie is looking for wood. James and Kate are singing and playing the guitar.

Summary

We use the present continuous tense to describe something that is happening at present.
For example:

- The students are playing basketball now.
- The gardener is sweeping the yard right now.
- Look! The boy is drawing a big ship in his drawing book.
- Listen! Someone is singing.
- Is she taking a bath now?

I, you, we, they, she, he , it are subject pronouns.
Whereas me, you, us, them, her, his, it are object pronouns.
For example

- I know him.
- She knows me.

Chapter 4

Activity 5

Listen to how the final -ed is pronounced in three ways. Write the verbs in the correct column.

Talked, studied, hoped, wished, needed, returned, wanted, received, stopped, visited, finished, filled

Activity 13

Listen to the recording. Practise the dialogue.

Salma : Hi, Basyir. How was your vacation?
Basyir : It was great.
Salma : Where did you go?
Basyir : I went to Yogyakarta.
Salma : Wow! What did you see?
Basyir : I saw some temples.
Salma : Did you like them?
Basyir : I loved them, especially Prambanan Temple. It was fantastic.
Salma : What did you buy?
Basyir : I bought this for you in the market.
Salma : Gee! Thanks. It's cute.

Summary

To talk about an event that happened in the past, we use the simple past tense.
For example:

- He usually visits me on Saturday, but last week he visited me on Sunday.
- The baby usually cries at midnight, but last night she cried at 1 a.m.
- Sarah always walks to school, but she didn't walk to school yesterday.
- The children always play football in the afternoon, but they didn't play football this afternoon.
- Did Rick finish his job on time? Yes, he did.
- Did they study English yesterday? No, they didn't. They studied maths.

Here are some tips to form verbs in the past tense:

- If the verb ends in a consonant, add –ed. For example, visit–visited, work–worked
- If the verb ends in –e, add –d. For example decide–decided, arrive–arrived
- If the verb ends in –y after a consonant, change the –y to –i and add –ed. For example. cry–cried, try–tried

Some verbs cannot be added with -ed to make the past form. Those verbs are called irregular verbs.
For example, the past form of teach is taught, the past form of buy is bought, and the past form of buy is bought.

Chapter 5
Activity 15. Listen to the story and answer the questions.

Rama's Birthday Celebration

It was my best friend, Rama, birthday yesterday. Dina, Yulia, and I had prepared a surprise for him. Then, the bell to announce the end of the school rang. Every body rushed to the door. I told Rama to stay for a while.

I waited until no body was inside the classroom, except Dina, Yulia, Rama and I. In a sudden, I hit Rama with some plastic bags full of water. Rama, was soon, soaked. Then, Dina poured Rama with the flour, and Yulia hit some eggs on Rama's head . Rama cried a lot. He was yelling at us. We could not stop laughing at Rama's funny face with all the wet flour and eggs all over it.

Finally, the crazy ceremony was over. The floor was wet and dirty. Dina got us some water in a bucket. Yulia and I started to clean the floor with some paper we had found in the classroom. Soon, we finished our job. The floor was clean, but it was still smelly and wet.

The four of us were busy talking, when another classmate appeared. It was Shinta. She told us that she had left her book and would like to take it. She was heading towards her desk when suddenly I heard a big bump. Shinta was lying on the floor. She fainted. Apparently, she slipped over on the wet floor.

Some teachers took her to the school health care, but soon they transfered her to the hospital because she had broken her arm.

The next day, Dina, Yulia, and I got punished for causing such a bad accident.

Summary

You use the simple past tense to talk about things that happened in the past.
Examples:
- Who invented the television?
- We drove to Teluk Penyu beach last weekend.

You use the past continuous tense to talk about actions that were going on, or happening at a certain moment in the past.
Examples:
- We were taking pictures when a man approached us.
- The girls were arguing in the corner.

To make past form you just add –ed or –d to the verbs.
For example:
Look - looked
Open - opened
live - lived
laugh - laughed

The simple past form of some verbs do not end in –ed or –d. Such verbs are called irregular verbs.
Go - went
Read - read
Drive - drove
Swim – swam

Chapter 6
Activity 5
Firman is telling of his unforgettable experience. Listen and complete the text.

Yesterday we had a great day. We had a football practice with a popular football player, Bambang Pamungkas. We called him 'Bepe". The name of the program was 'Soccer Clinics with Bambang Pamungkas'.

Early in the morning we gathered at a football field in Palmerah Jakarta. There were only 30 of us, including the only girl player, Fadia. First, Bepe taught us the theories of playing football. We listened to him attentively. After that, we had a practice with him. Wow! It was great fun. He showed us many techniques and tricks to be a good football player. After two hours practicing with him, we had to stop and say goodbye to Bepe. Before saying goodbye, Bepe told us to dream big and to keep working hard and be disciplined to achieve our dreams.

Today was very special because I learned a lot of good things from Bepe.

Summary

Recount texts are texts to retell past experiences. People make recounts to inform or retell others about something that happened to the speaker/writer or to other people.

Most recounts have elements as follows:

- An orientation that gives the listener or reader information about the time, the place and those involved.
- A series of events recounted as they happened.
- A conclusion that gives the writer's own view of the events and the feelings that were aroused at the time.

We use the connectors of sequence to order events.

For example:

First, I woke up.
Then I took a bath.
After that, I caught a bus to school.
Next, I learnt a lot of things with my friends at school.
Finally, I went home at two in the afternoon.

We can use then, after that, next in a different order.

For example:

First, I woke up.
After that, I took a bath.
Next, I caught a bus to school.
Then I learnt a lot of things with my schoolmates.
Finally, I went home at two in the afternoon.

In a recount text we will find adverbs of time. They tell us when an event happened.

These are some adverbs of time to show past events such as yesterday, on Monday, last holiday, last week, two weeks ago, last year, that Sunday, yesterday morning, etc.

For example:

- We woke up very early last Saturday.
- Last holiday, I had an excursion to Bogor Botanical Garden.

A paragraph is a group of sentences about one main idea. A topic sentence is a sentence that tells the main idea of a paragraph. The topic sentence is usually the first sentence in a paragraph. Sentences will give more information about the main idea of a paragraph.

Each sentence should contain details that support the topic sentence.

Chapter 7

Activity 2. Listen and repeat

1. fur 2. feather 3. horn 4. trunk 5. ear	6. nose 7. legs 8. claw 9. fangs 10. paw	11. tusk 12. tail 13. pocket 14. spot (on giraffes' skin) 15. nest	16. burrow 17. carnivore 18. herbivore 19. omnivore 20. fierce	21. tame 22. to hop 23. to crawl 24. to graze 25. to slither

Summary

Adjectives tell you about:

- colours : a grey suit, a red carpet, a pink blouse.
- sizes : a large house, big dogs, a thin girl, small cars.
- qualities : a beautiful queen, a strong man, lazy cats, a new house, an old car.
- origins : a Chinese story, Australian apples, a Mexican hat, Thai boxing
- classifying adjectives (type/composition) : botanical gardens, a silk shirt, wooden shoes, a gold ring

Here are some adjectives with their comparative and superlative forms.

Cheap – Cheaper – Cheapest

Old – Older – Oldest

Slow – slower – slowest

You can use either the –er and -est forms or the more and most forms for the following words.

Stupid	stupider	stupidest
stupid	More stupid	Most stupid
Polite	Politer	politest
polite	More polite	Most polite

Chapter 8

Prince Tan Bun An, then, ordered his men to go back to China to relay the news to his parents and to ask them to send gifts for Princess Siti Fatimah's parents.

Several weeks later, a big ship came from China. Prince Tan Bun An's men stepped down from the ship and reported to their master that they had brought the gifts. Prince Tan Bun An quickly climbed on board to see the gifts. How disappointed he was when he saw that the ship was full of vegetables and fruits. He expected his parents would send ceramics and jewelry as the gift for Siti Fatimah's parents.

Upset and angry, Prince Tan Bun An threw all the vegetables and the fruits into the river, not realizing that there was gold and jewelry inside. Regretful of his stupidity, he threw himself into the river and tried to get them back. He swam and dived here and there. He became exhausted and weak, and finally drowned in the big river.

Hearing about the horrific incident, Princess Siti Fatimah ran to the river and plunged herself into the water. Their bodies were never found. However, not long after the incident, a small new island appeared in the middle of the river. People believed that the island was the couple's graveyard. They call the island Pulau Kemaro.

Summary

A folktale is a narrative text telling a story that is mainly used to entertain or amuse readers or listeners.

As with most narratives, folktales usually consist of three parts:

• Orientation

This part is usually found in the first paragraph. In this part, the writer introduces the characters and the setting (time or place) of the story.

• Evaluation
In this part, event or situations or background information that introduce or lead to complication or crisis are told.
• Complication(s)
In this part, the main character faces a complication or crisis.
• Resolution(s)
This part tells how the complication or crisis is resolved. If there is more than one complication, there might be more than one resolution.
• Reorientation
This part sums up the whole story with the moral values or lessons implied.